# IMPLEMENTATION OF FUSION TALK APPLICATION IN NARRATIVE WRITING

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***ABSTRACT***

This study aims to determine: (1) differences in narrative writing between the groups using Talk Fusion applications and groups not using the Talk Fusion applications, and (2) the effectiveness of the use of Talk Fusion applications in narrative writing for semester VI students of University of Palangka Raya. The study was an experimental study. The design of the study was Pre-test and Post-test Control Group Design. There are two variables in this study, namely the independent variable in the form of Talk Fusion applications and the dependent variable namely the narrative writing. The results of t-test calculation shows t scores that is greater than t table (th: 4.711> tt: 1.980) at a significance level of 5% and db 70. This shows that there are significant differences in the narrative writing between groups by learning by using Talk Fusion applications and the group learning without the use of Talk Fusion applications. Scheffe test calculation results showed F count is higher than F table (Fh: 22.194> Ft: 3.98) with 70 db and at a significance level of 5% of 36 students. This indicates that the value of the struggle of a character in biographies by using Talk Fusion applications are more effective than learning character that is not using Talk Fusion applications in the control group. Thus, it can be concluded that the use of Talk Fusion applications can improve the ability to write narrative.

Keywords : Writing, Talk Fusion, Narative, Mobile Application

The skills to write a story in the most interesting manner is desirable, such as creating a dynamic plot, tells the climax and make readers also feel what the author felt (Mc Crimmon, 1984: 6). In addition, the narrative writing also involves a person's experience. Keraf (2004 case 136) defines narrative as a form of discourse that seeks to retell an incident or event so that it looks as if the reader see or experience the events themselves.

Based on the observation at the University of Palangka Raya, there are some findings discovered. First, the model used is not maximum, the narrative writing class even tend to only use conventional models, strategies, methods and techniques. Second, the learning approach is more teacher oriented (teacher-centered approach). Third, the teaching of writing, is done by having the students create a narrative writing based on an example only, done individually and ignore the writing process, so that the knowledge of students in the

writing process becomes less than maximum. Fourth, the tasks given during learning are not well-organized. Fifth, learning to write the narrative is still done traditionally with more emphasis on the outcome of writings, instead of the processes.

One of the ways that can be done to improve the quality of the learning process and student learning outcomes in narrative writing is through the application of learning models that match the characteristics of the subject matter and the use of appropriate learning media. The learning model is a form of learning which is reflected from start to finish and uniquely presented by the teacher in the classroom (SBC 2009). One model that can be used is a technology-based learning model namely Mobile Assisted Language Learning (MALL).

Unlike the Computer Assisted Language Learning (CALL), Mobile Assisted Language Learning (MALL) uses mobile devices, namely smartphones (Chinnery, 2006 pp. 9-16). Smartphone is a communication tool that provides many applications and can be used by the student to develop their knowledge of anything, including their ability to speak German. Some applications facilitate the students to learn German language, such as Dictionary, German Idiom, German Grammar, etc. Not only the application, the smartphone features can also help students in their learning process, for example wi-fi can help them finish their tasks, MP3 player and short video player can help them improve their listening skills and pronunciation and much more. The problem formulated is, (1) whether there are significant differences in the ability to Write Narratives of Students using Talk Fusion Applications with students who are not using Talk Fusion? (2). Is learning to write narratives by using Talk Fusion is more effective than learning to write narratives without using Talk Fusion?

**Narrative Writing Skill**

Writing according to Heaton (1989: 20) is not merely expressing ideas and feelings using the right words and effective sentence structures, but it requires a variety of capabilities that can support its success, such as tools (media) for generating ideas and implementing them into communicative language. Heaton (1989: 138) also stated that, as language skills, writing activities is an activity that is difficult and complex.

Sokolik (in Linse and Nunan, 2006: 98) stated "*writing is combination of process and product. The process refers to the act of gathering ideas and working with them until they are presented in manner that is polished and comprehensible to readers*". It means that writing is a combination of processes and products. The process lies on collecting ideas and put it into a writing so as to create legible and understandable piece of writing.

According to Keraf (2004: 136), narrative is a form of discourse that attempted to vividly describe to the reader, an event that has occurred. Darmadi (1996: 46) stated that in order

to obtain the necessary information to use in the writing, the formula 5W + IH (*What, When, Who, Where, Why, How*) is needed.

**Assessment of Language Narrative Writing**

Components of writing skills assessment (Brown, 2010: 262-263) include: (1) content, (2) organization, (3) vocabulary, (4) syntax, and (5) mechanics. Several opinions claim that components of the assessment of writing skills can be concluded into five components, namely: (1) content, (2) organization, (3) vocabulary, (4) grammar, (5) mechanics. Furthermore, those components serve as the guidelines and is used as an indicator to measure the skill of writing narrative in this study.

**Mobile Assisted Language Learning (MALL)**

Mobile learning is defined as a service or facility that contributes to learning regardless of time and location. Mobile learning can be considered in three different contexts: learning is mobile in terms of space, mobile since it can be done in different places, and mobile in terms of time. Therefore, mobile learning system is able to provide education to students anywhere and anytime they need. M-learning is unlimited in terms of content and geographical extent. It offers virtual classrooms that is accessible at any time.

Other forms of M-learning which is applied specifically to learn a language is called Mobile Assisted Language Learning (MALL). Although it is based on language learning technology, it is different from the Computer Assisted Language Learning (CALL) as it focuses on "continuity or spontaneity of access and interaction in different contexts. (Kukulska and Shield, 2007: 162).

The purpose of learning by using *Mobile Assisted Language Learning (MALL)* is to provide a new view of learning and where learning paradigm which centered on teachers is shifted into a student oriented learning, so that the role of the teacher is geared more as a facilitator and provider of information and exchange of information becomes proactive instead of reactive. In its application, it can also facilitate teachers in the delivery of material during the learning process and provide a deeper understanding of the material since the application of these methods by using audio and visual media will make the students feel as if they were taken directly to the field and not focused on theory only.

Whereas devices used in the Mobile Assisted Language Learning are mobile devices such as:

- Cell (mobile) phones (including the iPhone or iPad, Tablet)
- MP3 or MP4 player (eg., iPod)

- Personal Digital Assistant (PDA) (eg, Palm Pilot Blackberry, etc.).

MALL Learning Model can be done by using mobile devices and its teaching and learning process can encourage students to learn. By using MALL, students can access language learning materials and communicate with teachers and their peers anytime, anywhere. By using video application with music, pictures or interesting display students will feel joyful and avoid feeling bored by the material taught. The process of teaching and learning by using computer can also encourage students to learn more actively.

The *e-learning* and *m-learning*, according to Newby (2011: 211-212), has advantages in remote education, among others: (1) the availability of e-moderating facilities which allow teachers and students to communicate easily via the internet facility, (2) teachers and students can use teaching materials or learning instructions which are structured and scheduled via the internet, (3) students can learn or review the lecture materials anytime and anywhere, (4) If the student requires additional information, they can access it directly in the internet, (5) teachers and students can conduct discussions over the internet that can be attended by many others, (6) the role of the students become more active and more independent, and (7) is relatively more efficient.

While the advantages of M-Learning, according to Bates and Wulf, as quoted by Rusman, Kurniawan and Riyana (2011: 248), are: (a) Increasing levels of learning interactions between learners and teachers or instructors (*Enhance interactivity*), (b) Allows learning interactions anywhere and at any time (*time and place flexibility*), (c) Reaching learners within a wide coverage (*potential to reach a global audience*), and (d) Facilitate updating and storage of learning materials (*easy updating of content as well as archivable capabilities*).

***Talk Fusion***

Talk Fusion is an application which is available in android and apple store. This application is useful for teleconferencing. It also can be used with a subscription model. So if there are latest learning video, students can directly obtain such information and view the video.

## METHOD

This study adopted the experimental method, The design on this experimental study is described as follows.

**Drawing of Study Design**

| Group | Pre-test | Independent Variable | Post-test |
|---|---|---|---|
| E | Y1 | VII | Y2 |
| K | Y1 | - | Y2 |

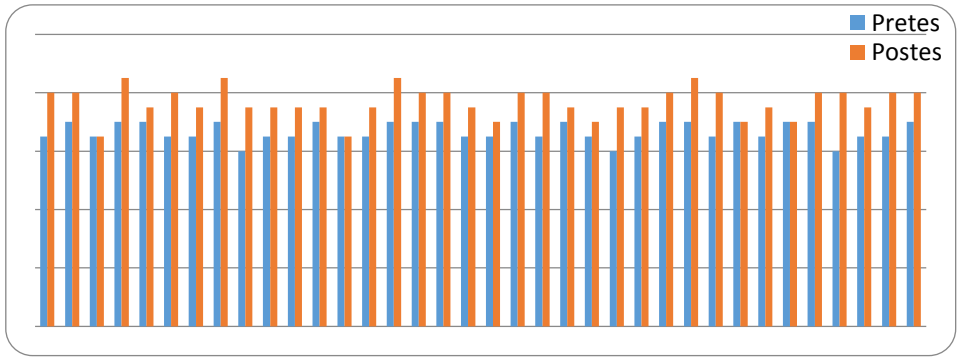
This research was conducted at the University of Palangkaraya. The population in this study were Semester VI students. There are 72 (two classes, A and B) students used as samples in this study with 36 students as the control group and 36 other students as the experimental group. Data were taken from four sources through observation, interviews and tests. Data analysis techniques in this study is done using t-test.

## RESULT

The results of the study are pre-test score to determine the initial Narrative Writing Skill of students and post-test scores to determine the end ability of students. The experiment groups are groups that uses the Talk Fusion applications, while the control group is not using the using Talk Fusion application. The result of the study for the experimental group and the control group are presented as follows.

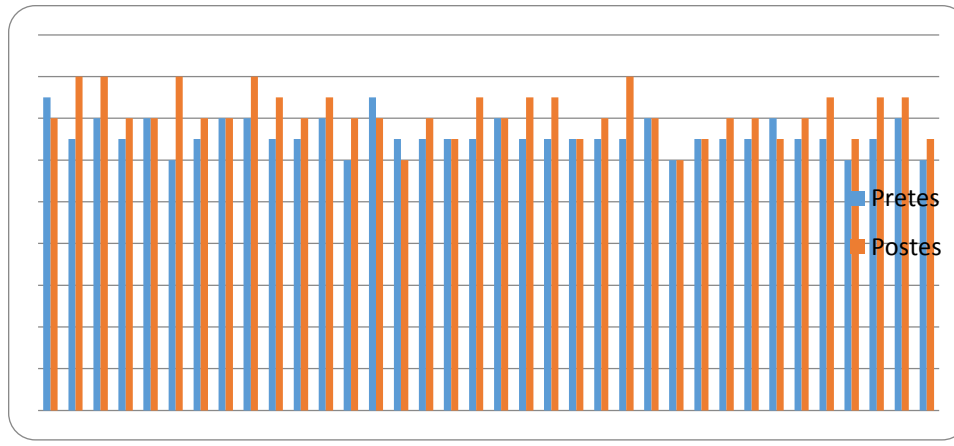
**Histogram**

**Data of Pre-test dan Post-test Scores of Narrative Writing Skill of Experiment Group**




**Histogram**

**Data of Pre-test and Post-test Scores of Narrative Writing Skill of the Control Group**




**Korelasi Product Moment Kelompok Eksperimen**

Pretes = pre-test

Postes = post-test

| Subject No. | X | Y | $X^2$ | $Y^2$ | XY |
|---|---|---|---|---|---|
| E1 | 13 | 16 | 169 | 256 | 208 |
| E2 | 14 | 16 | 196 | 256 | 224 |
| E3 | 13 | 13 | 169 | 169 | 169 |
| E4 | 14 | 17 | 196 | 289 | 238 |
| E5 | 14 | 15 | 196 | 225 | 210 |
| E6 | 13 | 16 | 169 | 256 | 208 |
| E7 | 13 | 15 | 169 | 225 | 195 |
| E8 | 14 | 17 | 196 | 289 | 238 |
| E9 | 12 | 15 | 144 | 225 | 180 |
| E10 | 13 | 15 | 169 | 225 | 195 |
| E11 | 13 | 15 | 169 | 225 | 195 |
| E12 | 14 | 15 | 196 | 225 | 210 |
| E13 | 13 | 13 | 169 | 169 | 169 |
| E14 | 13 | 15 | 169 | 225 | 195 |
| E15 | 14 | 17 | 196 | 289 | 238 |
| E16 | 14 | 16 | 196 | 256 | 224 |
| E17 | 14 | 16 | 196 | 256 | 224 |
| E18 | 13 | 15 | 169 | 225 | 195 |
| E19 | 13 | 14 | 169 | 196 | 182 |

| | | | | | |
|---|---|---|---|---|---|
| E20 | 14 | 16 | 196 | 256 | 224 |
| E21 | 13 | 16 | 169 | 256 | 208 |
| E22 | 14 | 15 | 196 | 225 | 210 |
| E23 | 13 | 14 | 169 | 196 | 182 |
| E24 | 12 | 15 | 144 | 225 | 180 |
| E25 | 13 | 15 | 169 | 225 | 195 |
| E26 | 14 | 16 | 196 | 256 | 224 |
| E27 | 14 | 17 | 196 | 289 | 238 |
| E28 | 13 | 16 | 169 | 256 | 208 |
| E29 | 14 | 14 | 196 | 196 | 196 |
| E30 | 13 | 15 | 169 | 225 | 195 |
| E31 | 14 | 14 | 196 | 196 | 196 |
| E32 | 14 | 16 | 196 | 256 | 224 |
| E33 | 12 | 16 | 144 | 256 | 192 |
| E34 | 13 | 15 | 169 | 225 | 195 |
| E35 | 13 | 16 | 169 | 256 | 208 |
| E36 | 14 | 16 | 196 | 256 | 224 |
| **Total** | 481 | 553 | 6441 | 8531 | 7396 |

**Product Moment Correlation of Control Group**

| **Subject No.** | **X** | **Y** | $\mathbf{X^2}$ | $\mathbf{Y^2}$ | **XY** |
|---|---|---|---|---|---|
| K1 | 15 | 14 | 225 | 196 | 210 |
| K2 | 13 | 16 | 169 | 256 | 208 |
| K3 | 14 | 16 | 196 | 256 | 224 |
| K4 | 13 | 14 | 169 | 196 | 182 |
| K5 | 14 | 14 | 196 | 196 | 196 |
| K6 | 12 | 16 | 144 | 256 | 192 |
| K7 | 13 | 14 | 169 | 196 | 182 |
| K8 | 14 | 14 | 196 | 196 | 196 |
| K9 | 14 | 16 | 196 | 256 | 224 |
| K10 | 13 | 15 | 169 | 225 | 195 |
| K11 | 13 | 14 | 169 | 196 | 182 |
| K12 | 14 | 15 | 196 | 225 | 210 |
| K13 | 12 | 14 | 144 | 196 | 168 |

| | | | | | |
|---|---|---|---|---|---|
| K14 | 15 | 14 | 225 | 196 | 210 |
| K15 | 13 | 12 | 169 | 144 | 156 |
| K16 | 13 | 14 | 169 | 196 | 182 |
| K17 | 13 | 13 | 169 | 169 | 169 |
| K18 | 13 | 15 | 169 | 225 | 195 |
| K19 | 14 | 14 | 196 | 196 | 196 |
| K20 | 13 | 15 | 169 | 225 | 195 |
| K21 | 13 | 15 | 169 | 225 | 195 |
| K22 | 13 | 13 | 169 | 169 | 169 |
| K23 | 13 | 14 | 169 | 196 | 182 |
| K24 | 13 | 16 | 169 | 256 | 208 |
| K25 | 14 | 14 | 196 | 196 | 196 |
| K26 | 12 | 12 | 144 | 144 | 144 |
| K27 | 13 | 13 | 169 | 169 | 169 |
| K28 | 13 | 14 | 169 | 196 | 182 |
| K29 | 13 | 14 | 169 | 196 | 182 |
| K30 | 14 | 13 | 196 | 169 | 182 |
| K31 | 13 | 14 | 169 | 196 | 182 |
| K32 | 13 | 15 | 169 | 225 | 195 |
| K33 | 12 | 13 | 144 | 169 | 156 |
| K34 | 13 | 15 | 169 | 225 | 195 |
| K35 | 14 | 15 | 196 | 225 | 210 |
| K36 | 12 | 13 | 144 | 169 | 156 |
| **Total** | 476 | 512 | 6314 | 7322 | 6775 |

**Pre-test Result of Narrative Writing Skill of Experimental Group**

The experimental group was the class using Talk Fusion applications. Before the experimental group was treated, pre-test Narrative Writing Skill is first performed. Subjects in the pre-test of experimental group are as many as 36 students. The results of the experimental group pretest showed that the highest score was 14 and the lowest score was 12. By using SPSS version 20.0 computer calculation program, it was known that the average score (mean) achieved by the experimental group during the pre-test was 13.33; with a mode of 13.00; median of 13.00; and a standard deviation of 0.67612. The frequency distribution of the pre-test score of Narrative Writing Ability of the experimental group is shown in the following table.

**Result of Calculation of SPSS Version 20.0**

**Distribution of Data of Pre-test of Experimental Group**

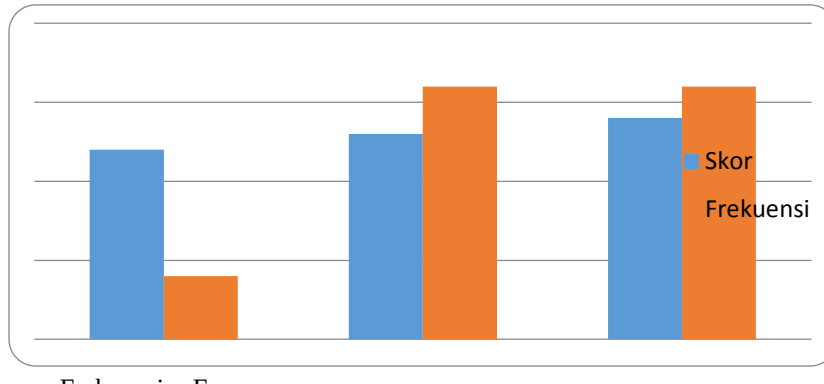
**Statistics**

| | | Pre-test of Experiment |
|---|---|---|
| N | Valid | 36 |
| | Missing | 36 |
| Median | | 13.0000 |
| Mode | | 13.00 |
| Std. Deviation | | 0.67612 |
| Variance | | 0.457 |
| Range | | 2.00 |
| Minimum | | 12.00 |
| Maximum | | 14.00 |
| Sum | | 480.00 |

**Frequency Distribution of Pre-test Score of Narrative Writing Skill of Experimental Group**

| Score | Frequensi | Cumulative Frequency | Relative Frequency (%) | ∑N |
|---|---|---|---|---|
| 12 | 4 | 36 | 11.12 | 48 |
| 13 | 16 | 32 | 44.44 | 208 |
| 14 | 16 | 16 | 44.44 | 224 |

**Histogram of Frequency Distribution of Pre-test Score of Narrative Writing Skill of Experimental Group**




Skor = Score, Frekuensi = Frequency

Based on the table and histogram above, it can be seen that there are four students who received a score of 12, sixteen students received a score of 13, and sixteen students receive a score of 14.

**Pre-test of Narrative Writing Skill of Control Group**

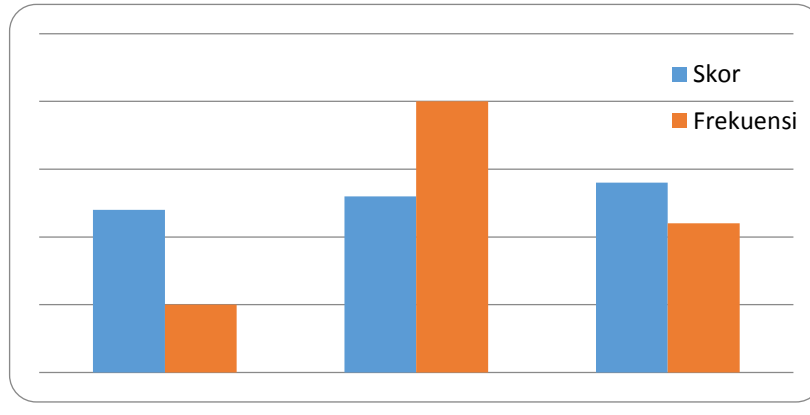
The control group is a class that does not use the Talk Fusion applications. Before the control group was treated, a pre-test of Writing Narrative was done. Subjects in the pre-test of control group are as many as 36 students. The results of the control group pre-test showed a highest score of 14 and the lowest score of 12.

By using SPSS version 20.0 computer calculation program, it was known that the average score (mean) achieved by the experimental group during the pre-test was 13.16; with a mode of 13.00; median of 13.00; and a standard deviation of 0.65465. The complete results of the calculation is shown on the appendix. Frequency distribution of the pre-test score of Narrative Writing Ability of the control group is shown as follows.

**Frequency Distribution of Pre-test Scores of Narrative Writing Skill of the Control Group**

| Score | Frequency | Cumulative Frequency | Relative Frequency (%) | ∑N |
|---|---|---|---|---|
| 12 | 5 | 36 | 13.89 | 60 |
| 13 | 20 | 31 | 55.55 | 260 |
| 14 | 11 | 11 | 30.56 | 154 |

**Histogram of Frequency Distribution of Pre-test Score Of Narrative Writing Skill of Experimental Group**




Score = Score, Frekuensi = Frequency

Based to the said table and the histogram, it can be seen that there are five students who received a score of 12, twenty students received a score of 13, and eleven students who received a score of 11.

**Post-test of Narrative Writing Skill of Experimental Group**

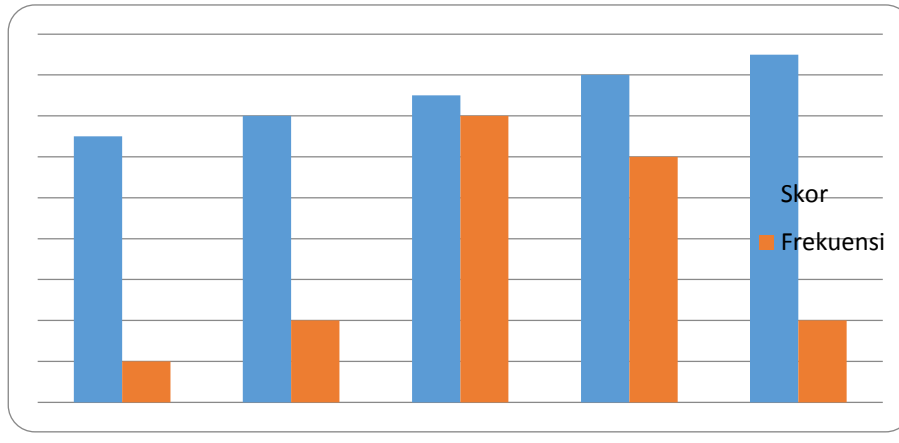
Post-test Narrative Writing Skill in Experimental group is carried out with the aim of achieving the increased capacity of Narrative Writing by using Talk Fusion applications. Subjects in the experimental group post-test are as many as 36 students. Post-test results showed that the highest score achieved by students was 17 and the lowest score was 13.

The average score (mean) achieved by the experimental group during the post-test is 15.33; with a mode of 15.00; the median of 15.00; and a standard deviation of 1.01419. The frequency distribution of post-test scores of Narrative Writing Skill of the experimental group is shown in the following table.

**Frequency Distribution of Post-test Scores of Narrative Writing Skill Of Experimental Group**

| Score | Frequency | Cumulative Frequency | Relative Frequency (%) | ∑N |
|---|---|---|---|---|
| 13 | 2 | 36 | 5.55 | 26 |
| 14 | 4 | 34 | 11.12 | 56 |
| 15 | 14 | 30 | 38.88 | 210 |
| 16 | 12 | 16 | 33.33 | 192 |
| 17 | 4 | 4 | 11.12 | 68 |

**Histogram of Frequency Distribution of Post-test Score of Narrative Writing Skill of Experimental Group**




Based on the table and histogram above, it can be seen that there are two students who received a score of 13, four students who received a score of 14, fourteen students who

received a score of 15, twelve students who received a score of 16, and four students who received a score of 17.

**Post-test Narrative Writing Skill in Control Group**

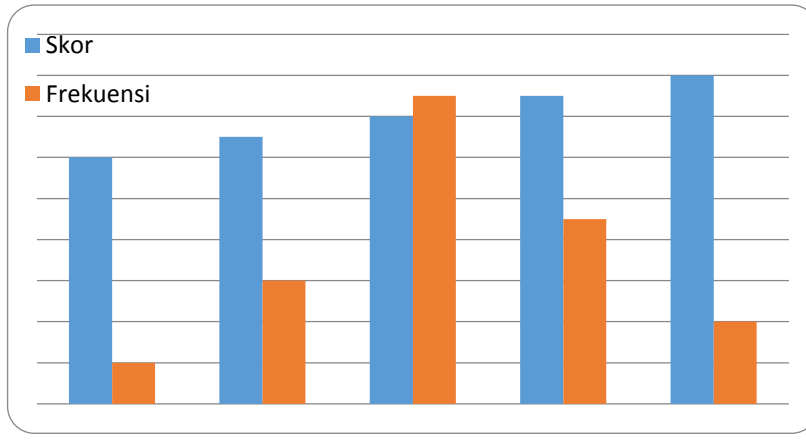
Post-test Narrative Writing Skill in the control group is done with the aim of seeing the increase achievement in Narrative Writing Skill without using Talk Fusion applications. Subject of the post-test of control group are 28 students. Post-test results showed that the students achieved a highest score of 16 and a lowest score of 12.

Average Score (mean) achieved by the control group during the post-test is 14.19; with a mode of 14.00; median of 14.00; and a standard deviation of 1.03701. Frequency Distribution of post-test scores Narrative Writing Skill of the control group is shown in the following table.

**Frequency Distribution of Post-test Score Of Narrative Writing Skill of Control Group**

| Score | Frequency | Cumulative Frequency | Relative Frequency (%) | ∑N |
|---|---|---|---|---|
| 12 | 2 | 36 | 5,55 | 24 |
| 13 | 6 | 34 | 16,67 | 78 |
| 14 | 15 | 28 | 41,66 | 210 |
| 15 | 9 | 13 | 25 | 135 |
| 16 | 4 | 4 | 11,12 | 64 |

**Histogram of Frequency Distribution of Post-test Score of Narrative Writing Skill of Control Group**




Score= Score, Frekuensi = Frequency

Based on to the table and the histogram above, it is known that there are two students who received a score of 12, six students who received a score of 13 six, fifteen students who received a score of 14, nine students who received a score of 15, and four students who received a score of 16.

**Data of Comparison of the Scores of Experimental Group and the Control Group**

The following table is presented to simplify the comparison of the highest score, lowest score, mean, median, mode, and standard deviation of the Control Group and Experimental Group.

**Comparison of Statistical Data of Pre-test dan Post-test of Narrative Writing Skill of the Control Group dan Experimental Group**

| Data | N | Highest Score | Lowest Score | Mean | Mdn | Mo | SD |
|---|---|---|---|---|---|---|---|
| Pre-test of Control Group | 36 | 14 | 12 | 13.16 | 13.00 | 13.00 | 0.65465 |
| Pre-test of Experimental Group | 36 | 14 | 12 | 13.33 | 13.00 | 13.00 | 0.67612 |
| Post-test of Control Group | 36 | 16 | 12 | 14.19 | 14.00 | 14.00 | 1.03701 |
| Post-test of Experimental Group | 36 | 17 | 13 | 15.33 | 15.00 | 14.00 | 1.01419 |

Based on the table above, the pre-test and post-test scores of Narrative Writing Skill of the Control Group and Experimental Group can be compared. The highest score obtained by Control Group during the pre-test was 14 and the lowest score was 12, while the highest post-test scores obtained by the Control Group is 16 and 12 respectively. The highest score achieved by Experimental Group in the pre-test is 14 and the lowest score is 12, while in the post-test, the highest score obtained by Experimental Group is 17 and the lowest score was 13.

The average score of the pre-test scores of Control Group and Experimental Group also increased. During the pre-test, the mean of the Control Group is 13.16, while at the

post-test, it was 14.19. In the Experimental Group, the mean during the pre-test is 13.33, while in the post-test, it was 15.33.

**Result of First Hypothesis Testing**

The first hypothesis in this study is "there is a difference in Narrative Writing Skill between the groups of students who use the Talk Fusion application with a group of students who did not use the Talk Fusion applications". The said hypothesis is the alternative (Ha). Ha should be changed to Ho (null hypothesis) so that it shall be read as "there is no difference of between the groups of students learning Narrative Writing Skill by using Talk Fusion application with a group of students who did not use the Talk Fusion applications". The formula used is the t-test. Based on calculations by using the t-test formula, the results are as follows.

**Summary of Result of T-Test of Post-test Score of the Control and Experimental Group**

| Source | $t_h$ | $t_t$ | Db | p | Remark |
|---|---|---|---|---|---|
| Post-test of Experimental Group and Control Group | 4.711 | 1.980 | 70 | 0.000 | $t_h < t_t$ = insignificant $p > 0.05$ = insignificant |

Calculations based on t-test statistical formulas between the groups with the assistance of SPSS version 20.0 produce a t count equal to 4.711 with db of 70. Then t count score is consulted with the table value at significance level of 5% and 70 db which is 1.980. It shows that the t count score is greater than t table score. Thus, the null hypothesis (Ho), which stated that there is no difference between the groups of students learning Narrative Writing Skill by using Talk Fusion with a group of students who did not use the Talk Fusion application is rejected. Meanwhile, the alternative hypothesis (Ha) which stated there are differences between groups of students learning Narrative Writing Skill by using Talk Fusion with a group of students who learn without using Talk Fusion is received.

**Result of Second Hypothesis Testing**

The second hypothesis in this study is learning Narrative Writing Skill by using Talk Fusion applications is more effective than learning Narrative Writing without using Talk Fusion applications (Ha).

**Summary of Scheffe Test Result**

| Data | $F'_h$ | $F'_t$ | Db | P | Remark |
|---|---|---|---|---|---|
| Post-test | 22.194 | 3.98 | 1 >< 70 | 0.000 | $F'_h > F'_t$ = Significant |

Calculations based on statistical formulas of Scheffe test with the assistance of SPSS version 20.00 produce F count at 22.194 with db of 70. Then F count score is consulted with F table value at significance level of 5% to 70 db is 3.98. It shows that F count is greater than F table. Thus, the null hypothesis (Ho) which stated that Narrative Writing learning by using talk fusion is ineffective compared to Narrative Writing learning not using Talk Fusion is rejected. Meanwhile, the alternative hypothesis (Ha) which stated Narrative Writing Skill learning by using fusion talk more is effective than Narrative Writing Skill learning without using Talk Fusion is accepted.

## DISCUSSION

### Difference of Narrative Writing Skill between Groups

T- Test of pre-test data of Narrative Writing Skill of the Control and Experimental Groups is conducted to determine whether there is a difference in early writing skills between the two groups. The results showed that the Score of t count is less than the t table score (th: 1.063 <tt: 1.980) at a significance level of 5% and db 70. Thus, the t-test results showed that there was no significant difference in Narrative Writing Skill between students in the Control Group and Experimental Group.

T-test of pre-test and post-test data of Narrative Writing Skill of the Control Group is conducted to determine differences in Narrative Writing skills among students in the control group before and after treatment without the use of Talk Fusion applications. The results of the calculation showed that the t count score is less than the t table score (th: 1.960 <tt: 1.980) at the significance level of 5% and 70 db. The t-test results showed no differences in Narrative Writing Skills among students in the Control Group before and after treatment without the use of Talk Fusion on Narrative Writing activities.

The result of T-test on pre-test and post-test of Narrative Writing Skill of Experimental Group is conducted to determine differences in Narrative Writing Skill among Students in the Experimental Group before and after treatment. Calculations show that t count score is greater than t table (th: 11.517> tt: 1,980) at a significance level of 5% and db 70. Thus, the t-test results showed there are differences in Narrative Writing skills and the rephrasing of the value of struggles of the character store in a coherent biography

text done by students in Experimental Group before and after treatment by using the talk fusion in Narrative Writing learning.

**Level of Effectiveness of the use of Talk Fusion Application**

The effectiveness of the use of talk fusion in learning the value of the struggle of the characters in the biography text written by students in Experimental Group in this research is revealed by using Scheffe test formula. Result of calculation shows that F count score is greater than F table score (Fh: 22.194> Ft: 3.98) with 70 db and at a significance level of 5%. Thus, the results of the Scheffe test showed that there were significant differences in Narrative Writing Skill between Experimental Group which uses the Talk Fusion applications and the Control Group which does not use Talk Fusion in the learning of finding the value of the struggle of a character in biography text. This shows that the teaching of writing in finding the value of the struggle of a character in biography text by using talk fusion in the Experimental Group is more effective than learning Narrative Writing without using Talk Fusion in the Control Group. The results of the study at the Experimental Group showed that the use of talk fusion is more effective in improving the Writing Narrative Skills.

## CONCLUSION

The use of talk fusion is an alternative to teach Narrative Writing in order to prevent students from being bored and to increase the interest and motivation of students in learning, especially in Narrative Writing. The use of this model has been proven effective to improve the Narrative Writing Skill. There are significant differences in the skill between the experimental group that uses talk fusion and control group that did not learn by using talk fusion on Narrative Writing. Differences in Narrative Writing Skill is shown by the results of t-test score of post-test of Experimental Group and post-test of Control Group which is the result of calculations that show that the t count score is greater than t table score (th: 4.711> tt: 1.980) at a significance level of 5% and db 70 of 36 students. The skills of students using Talk Fusion applications in Narrative Writing is better than the skills of students who did not use the Talk Fusion applications. The use of talk fusion in Narrative Writing learning is more effective than in learning without using the Talk Fusion application. The effectiveness of the use Talk Fusion media in Narrative Writing Skill learning is shown by the results of Scheffe test, in which the F count score is greater than F count score(Fh: 22.194> Ft: 3.98) with 70 db at the 5% significance level of 36 students.

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